DOCUMENT RESUME

ED 292 566 PS 017 241

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TITLE Design and Implementation of an Intergenerational Program That Fosters Creativity and Learning for Preschool Children.
PUB DATE Feb 88
NOTE 82p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Community Involvement; Community Programs; *Day Care; Early Childhood Education; *Intergenerational Programs; *Older Adults; *Preschool Children; *Program Development; *Training Methods

ABSTRACT

In a day care center which enrolled children between 14 months and 5 years of age, a child caregiver implemented a practicum study in order to allow children and older adults the opportunity to interact with one another for their mutual benefit. Goals were to: (1) increase children's positive attitudes toward older people; (2) seek positive comments from older people about the intergenerational program; (3) demonstrate that staff training is beneficial to intergenerational programs; (4) demonstrate an increase in parental awareness of intergenerational programs and activities; and (5) identify directors of child care centers and senior care facilities in the community who would like to use an intergenerational program or handbook with their staff. The intervention program consisted of: (1) weekly reading to children of storybooks that depicted the elderly in positive and realistic ways; (2) the use of creative activities such as art, music, and storytelling to develop the skills of the children and exercise the skills of the elderly; (3) staff development workshops which included demonstration of intergenerational activities; and (4) the monthly distribution of a newsletter to parents. Practicum evaluation data indicated that the project was successful. Related materials including surveys and questionnaires used, are appended in 19 appendixes. (RH)

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DESIGN AND IMPLEMENTATION OF AN INTERGEN - ERATIONAL PROGRAM THAT FOSTERS CREATIVITY AND LEARNING FOR PRESCHOOL CHILDREN

BY

HERMINE O. BURRIS

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NOVA UNIVERSITY

DESIGN AND IMPLEMENTATION OF AN INTERGENERATIONAL PROGRAM THAT FOSTERS CREATIVITY AND LEARNING FOR PRESCHOOL CHILDREN

PRACTICUM II

SUBMITTED TO THE FACULTY OF THE EARLY CHILDHOOD EDUCATION PROGRAM IN CANDIDACY FOR THE DEGREE OF

DOCTOR OF EDUCATION

BY

HERMINE O. BURRIS

NOVA UNIVERSITY

CLUSTER XV

February, 1988

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ABSTRACT

Design and Implementation of an Intergenerational Program that Fosters Creativity and Learning for Preschool Children, Burris, H., 1988: Practicum Report, Nova University, Ed.D. Program in Early Childhood Education: Older Adults/Program Development/Training Methods/Intergenerational Programs/Community Programs/Early Childhood Education/Preschool/Teaching Methods/Community Involvement/ Gerontology.

This practicum was designed to provide a program which allows preschool children and the elderly to interact with each other to the mutual benefit of each group. A survey of the teaching staff, neighboring child-care centers and senior care facilities, as well as a review of the literature, verified this need. The writer's goals were: (1) to increase positive attitudes toward older people; (2) to seek positive comments from older people about the intergenerational program; (3) to demonstrate that staff training is beneficial to intergenerational programs; (4) to demonstrate an increase in parental awareness of intergenerational programs and activities; (5) to obtain list of directors of child-care centers and senior care facilities (in the community) that would like an Intergenerational Program and/or Handbook shared with their staff.

The program consisted of: (1) weekly reading of storybooks to children depicting elderly in positive and realistic ways; (2) the use of creative activities such as art, music, storytelling to develop the skills of the children and exercise the existing skills of the elderly; (3) staff development workshops which included demonstration of intergenerational activities; and (4) the monthly distribution of an Intergenerational Newsletter to parents.

A Post attitude questionnaire administered to the children indicated a 70% increase of positive attitudes toward older people. Interviews conducted by the writer with the thirty older people expressed positive comments to 100% of the questions about the program. Staff training and the understanding of Intergenerational Programs increased to 100% on the post staff questionnaire and 100% of the staff members received a good or excellent score on their intergenerational activity. Of the parents responding to the parent awareness instrument, 100% found the monthly Intergenerational Newsletter effective and informative. Twelve of the fourteen child care centers and senior care facilities wanted a workshop. All fourteen wanted the Intergenerational Handbook.

ACKNOWLEDGEMENTS

There are so many people who contributed to the success of this practicum that it is difficult to choose whom to mention in the acknowledgement. To those not mentioned, the writer hopes they understand it is not because they were insignificant and unimportant to the writer. So, to everyone who contributed in any way to transforming the writer's dream of implementing an Intergenerational Program into a reality, the writer says thank you very much.

However, there are a few special people who the writer feels need to be individually acknowledged for their interest, patience and understanding of her needs throughout the practicum: Dr. Georgianna Lowen, Dr. Millicent Thompson, Theresa Perretta, colleagues, administrators and trusted friends who have supported the writer throughout the practicum.

To the child-care staff, senior residents and the entire community where this practicum took place, the writer expresses appreciation for contributing creative opportunities for young children and older persons to share the experience of being human.

A very special thank you to the writer's mother who transmitted the values and characteristics which have made her the successful, dedicated educator she believes she is today.

The writer hopes she has been successful in showing her support and appreciation to all of these people.

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CHAPTER I

INTRODUCTION

A. DESCRIPTION OF COMMUNITY INCLUDING SOCIO-ECONOMIC AND GEOGRAPHIC FACTORS

The writer's setting is situated in a large Eastern city in the United States. It is separated from New York and Washington, C.D. by short train rides and is also within swift transportation of a revitalized Atlantic City to the east and the Pocono Mountains to the north.

The location covers one hundred thirty-six square miles and is strategically located not only in relation to the broad Mid-Atlantic Region, but also the area known as the Delaware Valley which embraces eight counties on both sides of the Delaware River.

Very few other cities can match the many attractions to this metropolis for it is one of the most prolific centers of business, finance and culture, and its historical tradition goes back to the birth of the nation.

In addition to the many historical attributes, this city takes pride in its world famous orchestra; excellent schools; its many scenic parks, and museums of art, history and science.

The region swells with commercial and industrial opportunities. It is a hub of a massive system of

transportation by water, air, rail and highway, bringing it within reach of key destinations both in the United States and abroad. The Delaware River, with a 41 foot deep channel, leads directly from the Atlantic Ocean to the port of the city which trades with more than 300 ports in over 100 countries and handles 76 million tons of international cargo annually. Most of the tonnage is comprised of bulk ores and petroleum products. The city is the largest oil-refining center on the east coast, along with millions of tons of steel, steel products, and chemicals.

There is a city wage tax 5.96%, individual income tax 2%, mercantile tax 4%, personal property tax 6%, annual business use and occupancy tax 2% and a municipal and school real estate tax of $34.75 per $1000 valuation.

Virtually every national and racial group in the United States lives within this city. The area presently has a population of 1,688,210 according to the 1980 census figures. The population has a representation of 54.93 White, 25.5 Black, 8.37 Hispanic, 1.7 American Indian or Alaskan Natives, 2.1 Korean, 2.07 Asian or Pacific Islanders, 1.09 Japanese and 3.02 Chinese. The median age increased from 30.9 in 1970 to 34.2 in 1980.

Age	18-24	12.9%
	25-34	15.4%
	35-49	16.0%
Over	50	41%

Housing accommodations for rental and private ownership are available in the city and most residents own their own homes. The price of residential real estate is from 10 percent to 25 percent less than for comparable homes in most other large metropolitan areas. In 1979, the average purchase price of a home in the city was $52,000 which is 23% lower than the average of all large metropolitan areas. There are a variety of two houses, semi-detached dwellings, small houses, and apartments of all types. Number of families (1970) 476,215; number of households (1980) 684,298; owner-occupied households 59.7%; number of apartments (1979) 218,500.

Total spendable income for the residents of the city was over $12 billion in 1979 as compared to 6.3 billion in 1970. Eighty percent of families had an income over $10,000 in 1979. Families in $8,000-10,000 range 5.6%; families in $10,000-15,000 range 14.7%; families in $15,000-25,000 range 30.2%; families over $25,000 was 26.7%.

The child-care and learning center chosen for the implementation of this practicum is a facility housed in

a commercial building located in the northwestern quadrant of center city. Motivated by federal aid and attractive real estate opportunities private developers have invested millions of dollars in the three-mile revitalization area. Consequently, the area is characterized by a wide mix of land uses, industrial, commercial and residential enterprises throughout the neighborhoods.

Comprised of a population that is 14.3% non-white the area has mostly middle- to high-income households. Of the 7589 living in this area family households comprise 78%, single households 17%, and elderly households 5%. The new urban renewal construction of more expensive housing units at $103,000 per dwelling is prohibitive. As a result many single families and elderly persons are not able to afford the new housing. Thus the community is quickly changing from a predominately residential area of neighborhoods to a predominately business and commercial center.

The child care center is a state licensed, privately owned, full day care program for children 14 months to 5 years of age. Approximately 50 children attend the center. The children are grouped as Toddlers I (14 months - 2 years), Toddler II (2 years - 3 years), and Preschoolers (3 - 5 years). The children are

racially and ethnically diversified and 85% reside in the community.

The staff is made up of a director, 6 teachers, 3 part-time teachers, 3 students from a nearby community college and 2 volunteers, making the child/adult ration 4 to 1. All staff members are professionally-trained and certified caregivers/teachers, chosen for their sensitivity in working with young children.

B. WRITER'S ROLE AND RESPONSIBILITIES

The writer, having taught for twenty-two years, is presently working with middle- to high-socio-economic children at the preschool level. The twelve children range in age from 4 - 5 and are provided with a varied curriculum covering a wide range of areas including gross and fine motor skills, reading and math readiness, language development, creative expression and free play and structured activities.

As a member of the staff the writer is responsible for designing and selecting activities which allow for individual needs while promoting social growth and interaction, assisting with staff development, maintaining anecdotal records on student progress, using a variety of available materials, equipment and teaching techniques which are compatible with the goals and objectives of the instructional program, maintaining a sound nurturing

and educational program geared to each child's physical, emotional, social and intellectual needs and communicating with parents and appropriate personnel to serve the best interest of the children.

CHAPTER II

STUDY OF THE PROBLEM

A. PROBLEM STATEMENT

Today there is little interaction between young children and older citizens. The children have little contact with older people because the extended family in the United States has disappeared and there is little to no effort on the part of young adults to visit the elderly. Schools and other institutions which cater to the needs of young children make little or no effort to provide them with the opportunity to interact with older people. Consequently, the elderly and the young have little idea about each other and many myths and stereotypes each group holds for the other group are being created in our society.

The number of older people in the United States is growing at a rapid rate and in the next few years will represent the majority of the population. However, the quality of life for the senior citizens is not progressing with the ability to prolong life. The quality of life seems to deteriorate as one gets older and as a result a valuable resource to our communities is being overlooked. Too frequently, the scenario for an older person is to sit around and wait for the end of life

without interacting in the life of the younger, more productive members of society. The elderly have had their opportunity to be active participants in society and question their value to remain a part of the community.

As inflation continues in society and the number of working women increases, children are less likely to experience family life. The parents are busy pursuing their own careers and have little time and energy to devote to their children. Children may see less of their parents than outside caregivers with whom they spend most of their time each day. It is not uncommon for young children to be enrolled in a childcare program until they are ready to begin kindergarten. Even then, they may spend time in school and at a childcare center while their parents are working. As a result, children are deprived of many individualized, rich experiences which are unique to being at home with a single caregiver.

The elderly, out of necessity, have sought refuge in facilities which cater to their needs and reduce the chance they will become a burden to their family. The number of nursing and convalescent homes has increased during the past few years as well as have church groups and senior centers in many communities. The nursing homes and rehabilitation centers are often dumping grounds for the elderly when the family decides they can

not take care of an older person or they have no time to devote to this person. The nursing homes offer a variety of services to the resident and the quality of the services varies with each facility. However, it seems apparent that most of the activities and services at these facilities are geared only to the basic needs of the elderly and the opportunities for families to be together is minimal. For example, many senior centers operate trips for seniors only and their activities are planned with the senior adults in mind.

In essence our educational institutions are doing an excellent job of creating environments where the needs of children are being met and the senior centers and facilities are doing an excellent job of meeting the physical needs of the elderly. However, in the process, the emotional needs of the children and elderly have been overlooked. Linking the elderly with children appears to be a constructive way of meeting the emotional needs of each group.

A closer look into the schools reveals children who are starved for attention and lack many skills which come from interacting and spending time together with adults. Children have concerns and problems which are being ignored by an adult population wrapped up in their own worlds. These children misbehave in school, and cry out

for the opportunity to expand the experiential base which can be found in the traditional family unit. Children seem to lack the exposure to nursery rhymes, literature and the transmission of values which was common in families of the past. Many of today's children search for an identity and meaning to their life without any support system.

One need only walk through the halls of a senior citizens' facility to learn of the loneliness and abandonment the elderly feel as they strive to adapt to a new, unproductive, insensitive world in which they must learn to live without their families. It is not uncommon to see the elderly cry and hear them complain about the lack of visits they receive from their family. Many smile and brighten up when someone takes the time to sit down and listen to them talk about their lives and what they did when they were young. Many express their love for children and desire to see their grandchildren. However, few people seem to take the time to look at the lives of the elderly seriously and do something about it. The elderly are making the best of the situation and seem to be waiting until their lives end.

In summary, two very valuable components of our society were being isolated. Those in the active, productive years of life were the losers!

The following problem is addressed in this practicum: no program exists in the community which allows pre-school children and the elderly to interact with each other to the mutual benefit of each group.

B. EVIDENCE OF THE PROBLEM

During the early 1970's efforts began to bridge the gap between young and old through the establishment of intergenerational programs. These programs were created to improve the dismal picture which was created in the beginning of this chapter. Children would visit senior facilities and spend time with the residents while the elderly would have opportunities to visit the children in their schools and child care centers.

The results of a survey indicated the need for expanding and diversifying the learning program for the preschoolers and the staff of the child care center. Current activities seemed to be limited and lacked creative opportunities for interaction within the community. Also, there had been no staff development in the past two years. The Director, when interviewed, seemed very interested in developing a community atmosphere in the center and viewed an Intergenerational Program as a positive move toward this goal (Appendix A).

The problem was most evident when the writer did an informal questioning with the teachers. They expressed their desire for a staff development program and showed general concern for the lack of interaction between the children and other members of the community.

Further evidence of the problem was provided by canvassing the neighboring child care centers and senior care facilities in the community to inquire about intergenerational programming. Only one day-care center visited a nursing home at Christmas and two residential sites stated that nearby high-school students came occasionally to do special projects (Appendix B, C).

C. CAUSES OF THE PROBLEM

The first cause of the problem was that the center had very high operating expenses including an escalating liability insurance hence there were no funds available for staff development.

Next, although the staff was comprised of early-education teachers, competent in the area, an additional program would require careful planning, coordination and organization. No one on the staff had the additional time to devote to this project.

Another cause was that child-care centers emphasize quality care by providing a safe and healthy environment

which combines warmth and nurturing in a variety of learning areas. Their programs were designed with a balance between educational experiences, structured activities and free play, therefore it had been difficult to prioritize an additional program.

Presently, none of the various organizations in the community meet and share ideas to discuss mutual interests. Consequently, there was a lack of local networking.

Perhaps the most important cause was the drift of modern living toward separation and isolation of various age groups. We have become an age-graded and regulated society. Modern technology--television and computer games, for example--render interaction less and less necessary today even within the family.

There were few programs on television or articles in newspapers which accentuate the joys of being a senior citizen or programs which promote relationships between different generations.

An impersonal, rapidly moving, informational society currently exists in the United States. This has created the gap between young and old, which is having a variety of effects on youngsters, the elderly and the future of society.

D. REVIEW OF THE LITERATURE

During the past 80 years, the number of elderly in the United States has increased dramatically. Unfortunately, the isolation of the elderly from society's mainstream has also increased.

Gruman (1980) reported that the roots of ageism in our culture can be traced to the close of the frontier at the beginning of this century. Goals shifted to a strong aggressive nation conquering weaknesses at home and new territories abroad. Immigration quotas were established that limited the entry of older persons into the United States. Early research on older persons concentrated on those living on poor farms and in mental hospitals (i.e., the impaired elderly). This increased the negative attitudes in a society already oriented toward youth and productivity.

Powell and Arquitt (1980) believed that children's attitudes toward the aged are a major influence on how older persons will be treated in the future society. They express concern that future generations will experience severe problems if relations are not improved through increased opportunities for intergenerational interaction. Seefelt, Jantz, Glaper and Serock (1977) conducted a study to assess the attitudes of children toward the elderly. They used the children's attitude

toward the elderly as their evaluation instrument. They interviewed 180 children, 20 at each level from age 3 to 11 and reported the following results:

1. The attitudes the children held towards the elderly were generally negative and stereotypic.

2. Of the 180 children interviewed, only 39 were able to identify an older person they knew outside of the family unit.

3. Even these children's visits were usually limited to 1 or 2 visits a year with grandparents living out of state.

4. The children expressed distaste and disgust at the prospect of growing old themselves.

5. The children stated older people could not do anything but sit and rock, go to church, or be pushed in wheelchairs.

6. The children expressed strong feelings toward the elderly.

Brien (1980) studied children's attitudes toward aging and the elderly among kindergarten and third grade students. She used a personally developed 20-minute structured interview technique with 16 kindergarten and 10 third grade students from a single school and found that: (a) children had little contact with elderly persons; (b) ageism existed more toward the generalized

elderly than toward the personalized elderly; (c) children often perceived the elderly as having little to do, with no specific function outside of loving their grandchildren; and (d) children at kindergarten age fear old age because with it comes death.

The isolation of older adults from children has created many negative attitudes by elders. Seefelt, Jantz, Bredekamp (1979) did a study to find out how the elderly viewed young children. Their sample consisted of 100 elders all over the age of 65 from the Washington, D.C. area. They constructed an instrument to use with the elderly which would provide the following information: (1) the feelings elders held toward children; (2) elders' knowledge of children; and (3) the frequency and type of contact elders had with children. Their major findings from this project were:

1. Although the elderly hold over all positive attitudes toward children, they reveal negative attitudes toward some personality characteristics of children as well as the belief that stricter methods of discipline should be used.

2. Those respondents with higher levels of education, more frequent contact with children and having grandchildren under the age of twelve had more positive attitudes toward children.

A report by Daum and Getzel (1980) stated that 74.3% of the respondents on the Myth and Reality of Aging survey aged 65 and over expressed a preference for interaction with people of all ages as opposed to interaction with people their own age. They recommend that a greater opportunity for intergenerational interaction be provided, in that both young and old respondents to the survey expressed a desire for interacting with people of all ages.

Examples of Intergenerational Programs operating at the present time demonstrate the many benefits this type of programming offers to young and old.

Robbert (1981) focused on an intergenerational program bringing together preschool children and elderly adults in a retirement home/geriatric center complex. He found that it is better to take children to visit the retirement home/geriatric center complex than to depend on the elderly to visit the preschool and that controlled group activities, such as art, music and storytelling are successful with mixed groups of preschool children and elderly adults. The program resulted in transmitting positive values and attitudes, building human relationships, meeting childhood needs (such as acceptance and self-esteem, socializing the children and enhancing intellectual development.

A study conducted by Leitner (1981) on the effects of a six-week intergenerational music activities program on senior day care participants and children indicated that the presence of children in the activity setting caused senior day care participants' enjoyment of musical activities to be significantly greater. Another finding of the study was that the children's attitudes toward older persons became more positive after participation in the intergenerational music activities program. He advises that all activities should be planned and led properly with emphasis given to the needs, interests and abilities of elders and children.

Cherwony (1984) focused on a unique model for cross-age learning. She found that a week-long retreat in which stimulating educational programs and activities are provided can stimulate interaction among different age groups. Stereotypes are broken down, communication across ages is enhanced and a strong community is developed. A factor contributing to the success of the retreat was the collaborative learning/teaching relationship which was promoted.

In conclusion, the literature is strongly supportive of Intergenerational Programs. Each program seems tailored to the unique needs of each setting, however

the overall benefit to the program is the joy, understanding and meaning it brings to young children and older adults. Many guidelines and goals necessary to begin an Intergenerational Program are found in the literature. A variety of movies, videotapes and other resources await those educators and interested professionals who want to become involved in Intergenerational Programs.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

A. STATEMENT OF GENERAL GOALS

The general goal of this practicum was to provide preschool children and elderly persons in an age-segregated environment the opportunity for an intergenerational experience. The project was designed to contribute to young children's growth, creativity, and learning through the development of social experience with older people and to aid older adults' feelings of well-being through their involvement as support persons for young children.

B. TERMINAL PERFORMANCE OBJECTIVES

The following goals were projected for this practicum:

1. Twelve out of twenty preschool children will show a 60% increase in positive attitudes toward older people as measured by the children's questionnaire.

2. After ten months of participation in this practicum twenty out of thirty older people will express positive comments to 50% of the questions about the Intergenerational Program.

3. Five out of seven staff members who participate in the program will demonstrate that monthly staff

training is beneficial by responding in the affirmative to 80% of questions numbered 1 through 5, and reaching a score of at least 24 points on question 6 on the Staff Questionnaire (Post).

4. At least sixteen out of twenty parents participating in this practicum will show a 60% increase in awareness of intergenerational programs and activities as shown by the Pre + Post Parent Awareness Instrument (Appendices G-1, G-2).

5. At least ten out of fourteen directors of child care centers and senior care facilities in the community will want the program shared with their staff as shown by the Child-Care Center and Senior-Care Facility Checklist (Appendix H).

C. EVALUATION INSTRUMENTS

1. Children's Questionnaire (CQ). This pre-post questionnaire was to be used to measure the increase in positive attitudes toward older people. Three categories are presented: positive, indifferent, and negative. For each of the 10 questions the children were to be instructed to circle the face that best describes their feelings. The writer developed this instrument because the questions encourage each child to think about his attitude/views about older people (Appendix D).

2. Older Persons Interview Questions. This instrument listed ten specific questions to be answered by the older people at the conclusion of the program. The results and comments made during the interviews were to be taped and reported by the writer and conclusions drawn as a result of the responses. It was the hope of the writer that the tape developed from the evaluation of the program would contribute to the field of reporting individual differences which exist with participants in Intergenerational Programs and would be a valuable and reliable resource for building confidence in others who wish to establish an Intergenerational Program (Appendix E).

3. Staff Questionnaire (SQ). This pre-post evaluation instrument was designed to assess staff training and level of knowledge of intergenerational learning activities. The measurable questions were listed with space for additional comments. The staff was instructed to check (✓) the answer that best expressed their feelings in two categories. Each teacher would complete the first instrument (SQ-Pre) at the beginning of the implementation of the practicum. At the conclusion of the practicum each teacher would complete the SQ-Post. The writer chose this instrument for evaluating staff training because it encouraged the staff to think about their

true feelings and opinions. In addition, this instrument also provided a scoring sheet to be completed by the writer and each intergenerational activity (Appendices F-1, F-2, and F-3).

4. Parent Awareness Instrument (PAI). This pre-post evaluation instrument assessed parent awareness of intergenerational programs and activities. Each parent completed the first instrument (Pre-PAI) at the initial Parent-Teacher Conference held before the implementation of the study. At the conclusion of the implementation phase the writer would hold another conference with the parent. Each parent would complete the Post-PAI. The writer selected this instrument because it clearly assessed any increase in parent awareness of intergenerational activities as a result of the practicum (Appendices G-1 and G-2).

5. Child-Care Center and Senior-Care Facility Checklist. The checklist was to be used to survey the child-care centers and senior-care facilities in the community at the conclusion of the program. The checklist was divided into four columns with these headings: Name, Location, Date of Visit and Intergenerational Prlgram (Handbook-Workshop). The Handbook was to contain pertinent information derived from this project--program goals, suggested activities, and resources. The Workshop

would consist of a one hour in-service presentation by the writer using program materials, activities and techniques. The writer chose this instrument because it clearly showed which child-care centers and senior-care facilities were interested in having an Intergenerational Program Handbook and/or Workshop (Appendix H).

CHAPTER IV

SOLUTION STRATEGY

A. DISCUSSION AND EVALUATION OF POSSIBLE SOLUTIONS

Teacher involvement is a new and exciting resource for life span education and positive attitudinal change toward the elderly. Lifetime learning enhances the growth potential for all ages. Hauwiller (1981) felt that by providing programs in education of the intergenerational family, the teacher becomes the catalyst through which ageism and negative stereotyping of older people is ameliorated. Her solution to the problem was a sequential curriculum on aging but no information on teacher training to enhance teachers' abilities to develop programs that benefit the young and old are cited.

Liebman (1984) in seeking a solution to the problems regarding communication and understanding among generations found that an exchange program can enrich the lives of children and the elderly. Her solution showed that children's fear of aging is often a result of inexperience and can be dispelled by contact and experiences with the elderly. The old have myriad skills and experiences that in the right context, can be of great value to young people. The young, too, have new ideas and skills which aren't encumbered by the burdens of traditional thinking.

Consequently a blend of old and young ideas seems to be the perfect mix, of providing creativity and continuity. Her ideas are informative and the writer will be conceptualizing in areas of her intergenerational programming that have proved to be a powerful means of breaking down stereotypes based on age.

Another possible approach used by Pope (1986) focused on expanding interaction and communication between junior high school students and older adults through eight discussion sessions and lectures. The encounter seemed to change the students' stereotyped opinion of the older adult as a senile member of an institution. She further points out that 90% of the institutions which have attempted to bring together various age groups have demonstrated immense advantages of such an initiative for all concerned. Her evaluations revealed that most students were amazed at the amount of mental clarity older adults possessed and many became aware that the older adults can still be a viable and contributing member of society.

Although this is an effective way to alleviate misconceptions/stereotypes about older adults the solution is not designed to provide early active intervention into the educational system and ongoing structured contact and experiences that benefit both generations.

The most positive approach to eliminating disadvantageous attitudes concerning the older population according to Anspaugh (1986) was to present accurate information and positive views of aging to the elementary student. Through this process, a more positive attitude of awareness will/can be developed. The most important place for implementation is our elementary education system. The school system is one of the major contributors toward the formation of children's attitudes. If school systems endorse a way of life that values worth and dignity of each individual, they must "begin to direct the experiences children have in school toward . . . the elderly."

He suggested ten activities to develop awareness of aging using formal curricula in classroom instruction. Although these activities can be utilized to help develop an awareness in elementary children of the elderly and the aging process the curricula omits social interaction between young and old as a valuable component to transmitting positive, realistic concepts about aging.

Others facing the similar problem might consider bringing in a consultant who has the expertise or experience to provide information and assistance to individuals or organizations interested in establishing a community-based program. This solution was inappropriate because the funds are not available to pay a consultant.

It was also felt that the staff would respond more favorably to the writer and could profit from the on-the-job training component of this program.

None of the above solutions were completely effective or appropriate to solve the problem cited in Chapter II.

B. DESCRIPTION OF AND JUSTIFICATION FOR SOLUTION SELECTED

In the preceding Chapter, it was stated that the problem under discussion would hopefully have been remedied by a program designed to provide interaction between preschool children and the elderly in the community. The program would use creative activities such as art and music to develop the skills of the children and exercise the existing skills of the elderly. The solution strategy chosen was most appropriate because it transmitted positive values and attitudes, built on human relationships, enhanced intellectual development and aided socialization.

The solution strategy had not been tried before, locally. The solution logically connected with the problem characteristics and causes because the program was divided into components that provided a systematic approach to creative interaction between preschool children and the elderly in the community.

C. REPORT OF ACTION TAKEN

A phone call to the nearest residential community to find out if there was an interest in beginning an Intergenerational Program between the writer's school and the residential community was well received by their program director. She had recently attended the Linkage II workshop which dealt with strategies to plan and implement an Intergenerational Program sponsored by the Institute on Aging Mid-Atlantic Long-Term Care Gerontology Center, and liked the idea.

A meeting was held and plans were begun to establish a program between the writer's school and the residential community. The program director assumed the responsibility for selecting and orienting the older adults and the writer selected the learning activities. After one month of planning the writer initiated a pilot program for two months. At its conclusion it became apparent that an on-going Intergenerational Program would be beneficial to the respective communities.

The residential community chosen for the implementation of this practicum was three blocks from the child care center. It services a population of three hundred and twenty-one adults, 62 and over, who desire continued independence through retirement. Located on the premises was a professionally staffed Health Care Center that

provides continuing short- or long-term care for the residents. There were one hundred and ten adults in the health care section, ranging in age from 72-86. Included were active, semi-active and frail elderly with diverse socio-economic racial and ethnic backgrounds.

For the purpose of this practicum the writer used the elders housed in the Health Care Center of the residential community.

Twenty preschoolers (2 classes of ten children) and seven staff members were involved in the program. Bi-weekly visits for approximately forty-five minutes were made to the residential community. Classes alternated weeks so that each class would visit once a month. Three staff members (one teacher and two support staff) and the writer accompanied each class. During that time scheduled group activities that worked well in preschool such as sing-alongs, art, music, movement activities and fingerplays were used for social interaction between the children and the elderly. During the interactions staff from the two facilities supervised the activity, shared responsibilities and encouraged interaction (Appendix I). Children's storybooks depicting the elderly in positive and realistic ways were read weekly. It is important to recognize that children not only need experiences with the elderly, but they also

need time and opportunity to reflect on these experiences. This process was facilitated through the use of children's literature, dramatic play and discussion (Appendix J).

A series of ten monthly staff development workshops led by the program director of the residential community and the writer gave the staff information on stereotypes/misconceptions and myths of the aged. Resources such as films, videotapes, books, etc., were used to demonstrate the importance of bringing young and old together (Appendix K). Four of the workshops were used to introduce and demonstrate the intergenerational activities--fingerplays, songs/games, movement/exercises, arts and crafts. Teachers had an opportunity to try and discuss the activities and give feedback (Appendix L). At the conclusion of the practicum an Intergenerational Program Handbook was produced containing goals, suggested activities, and resources that were pertinent to the intergenerational program. The handbook was shared with other child-care centers and senior-care facilities in the community.

Throughout the practicum parents were made aware of intergenerational program activities in the center newsletter. This monthly newsletter was prepared by the

writer and was sent home with each child a week before the visitation date.

It included Tips for Parents, Date of the Visit, Time, Activity, Preparation, etc. (Appendix M).

The first newsletter included an Intergenerational Information Sheet. This sheet was completed and signed by the parent at the beginning of this practicum (Appendix N).

The solution involved a program designed to provide a systematic approach to creative interaction between preschool children and the elderly in the community. The writer initiated and took full responsibility for the program. During the 10 month implementation phase of this practicum the writer encountered no roadblocks or difficulties. It was important to take photographs of social interactions for discussion and continuity. A bulletin board large enough to display art activities, photographs, etc., was required at both centers.

The program concluded with an Appreciation Tea for everyone involved in the program. At that time the "older friends" (as they were called) were recognized for their participation. They were presented with certificates, cards and flowers as a token of appreciation that the children, parents, teachers and writer felt toward them.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

A. RESULTS

As previously stated in Chapter Three, Section A, this practicum was designed to provide preschool children and elderly persons in an age-segregated environment the opportunity for an intergenerational experience. It was hoped that the project would contribute to young children's growth, creativity and learning through the development of social experience with older people and aid older adults' feelings of well-being throygh their involvement as support persons for young children.

A Children's Questionnaire was administered before and after the implementation of this practicum to determine attitudinal changes as a result of the activities and experiences provided by this program.

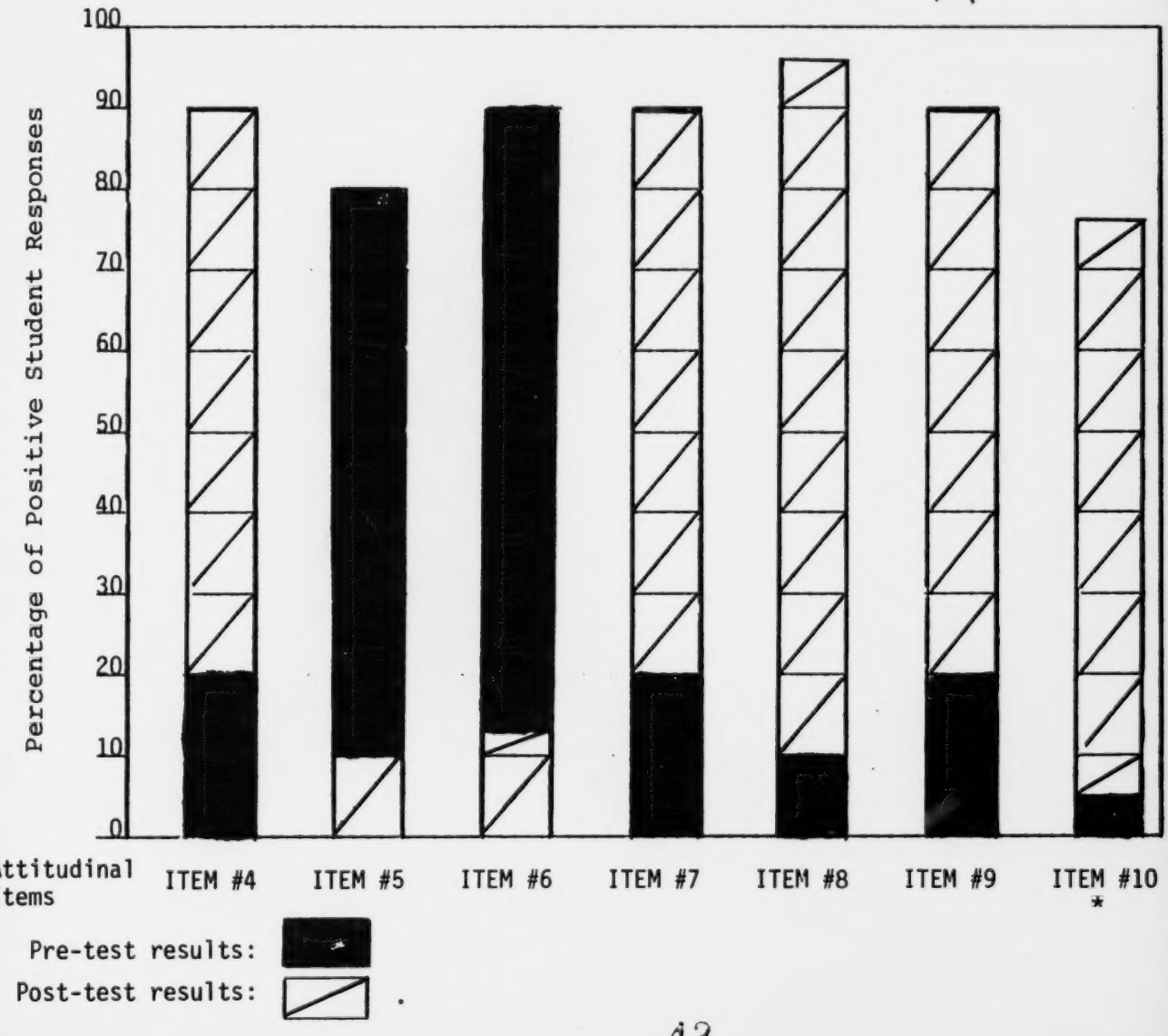
As presented in Table I (page 34), the results clearly show that children showed an increase in positive attitudes toward the older people. In tabulating the responses to:

ITEM #4: Do you think old people are nice?

ITEM #7: Do you think you would like to do fun things with an old person?

ITEM #9: Do you feel happy when you're around an old person?

Table 1: CHILDREN'S QUESTIONNAIRE--PRE-POST RESULTS



on the pre-questionnaire, the responses were 20% positive. However, on the same survey administered at the end of the implementation, the positive responses were 90% to these questions. This shows an increase of 70% in positive attitude.

ITEM #5: Do you think old people are mean? This item showed a 10% positive response on the pre-questionnaire and 80% positive response on the post-questionnaire. The response to this question shows an increase of 70% in positive attitude.

ITEM #6: Do you think old people look funny? This item showed a 15% positive response on the pre-questionnaire and 90% positive response on the post-questionnaire. The response to this question shows an increase of 75% in positive attitude.

It should be noted that Items # 5 and #6 were designed to show any increase in positive responses in the youngsters toward older people as a result of the activities presented in the program. In the case of these two questions a "no" response equals a positive response and a "yes" response equals a negative response.

ITEM #8: Do you have an old person for a friend? This item showed a 10% positive response in the

pre-questionnaire and 95% positive in the post-questionnaire. This question showed the highest (85% increase.

It was noted that the following, ITEM #10: Would you like to spend the day with an old person?, showed the smallest increase in positive attitude. This is due to the fact that although the activities resulted in an increase in positive attitude toward older people, the experiences did not necessarily increase a child' desire to spend a full day with an older person.

Eighteen out of twenty children showed a greater than 70% increase in positive attitude toward older people as measured by the Children's Questionnaire. This was over the projected figure.

Responses of the older persons to the evaluation instrument (Appendix E) were used as a tool to evaluate the intergenerational program.

As a result of listening to taped comments from the thirty older persons who participated in the program, the writer found that every participant enjoyed the program and valued the numerous sharing experiences with the youngsters.

Many of the older people remarked that the program gave them something to look forward to every other week. Several elderly residents formed lasting relationships

with some of the youngsters in a Foster Grandparent-type relationship. These contacts were maintained through telephone calls and visits after the program was completed.

It was noted by the older people that the strengths of the program were the good feelings of usefulness and value that resulted. None of the residents expressed a negative feeling about any area of the program. Several liked the program so much that they hoped it could be continued indefinitely. Many felt the program helped to improve their attitude toward today's children as a result of the one-on-one interaction with the preschoolers.

There were many memorable moments, but the most memorable was the 100th Birthday Party for one of the residents of the senior-care center. Watching the tears well-up in the eyes of the elderly gentleman as the children presented him with hand-made cards and home-made treats was an event enjoyed by all.

All the older participants said they would recommend the intergenerational program to other older persons and that they would continue their participation in the program next year.

Thirty out of thirty older people expressed positive comments to 100% of the questions about the program.

The results of the interview questions far exceeded the projected amount.

A pre-post staff questionnaire was used to assess staff training and the level of knowledge of intergenerational activities. Staff members answered affirmatively to 60% of the questions on the pre-questionnaire. However, at the conclusion of the practicum, seven out of seven members involved in the program answered affirmatively to all the questions on the post-questionnaire. This score of 100% showed a 40% increase in the understanding/belief that staff training was beneficial to the proper implementation of the intergenerational program. The writer scored each staff member's intergenerational activity.

INTERGENERATIONAL ACTIVITY

FIGURE I: STAFF SCORING SHEET

Staff Members	Activity	Score
1	Country/Western Sing-Along	36
2	Movement/Dance	40
3	Finger-Painting	38
4	Storytelling	35
5	Collage - Aging Can Be Fun	40
6	Grandparents' Day	37
7	Making Holiday Decorations	40

It can be seen that seven out of seven staff members scored 35 points and above on their Intergenerational Activity Staff Scoring Sheet. Three staff members reached the highest score (40) on their activity. An attainment of at least 24 points was used for measurement. Seven staff members exceeded that number.

Two staff members were a little apprehensive to socialize at first but as they observed, associated and talked with the older people on visitation days, their anxiety decreased.

At the staff development workshops time was taken to design, structure and scale possible activities down to manageable levels before implementation. All staff members were encouraged to plan activities that would result in positive interaction between the participants.

Eighteen out of twenty parents showed an increase of 80% in awareness of intergenerational programs and monthly activities involving the children and the elderly in the health care center on the Parent Awareness Instrument. The effectiveness of the monthly Intergenerational Newsletter was 100%.

FIGURE II: RESULTS OF PARENT AWARENESS INSTRUMENT

Parent Response	Increase
Awareness of Intergenerational programs	80%
Awareness of monthly activities between the children and the elderly in the health care center	80%
Effectiveness of Intergenerational Newsletter	100%

Twenty parents completed the instrument. Many parents shared positive comments on how informative the newsletter was and that it was extremely beneficial in making them aware of intergenerational programming.

> I enjoyed seeing the picture of the children sharing _____'s 100th birthday in the "Welcomat." May I applaud your creativeness in combining the day-care center activities with the residents of the Health Care Center. Such sharing between children and older people can only be beneficial to both groups. We certainly need more such innovative ideas as you are using at the center.
>
> My husband, son and I watched, with great interest, the CBS News account of the Center and its focus on the interaction of the children and elderly. It is such a tragedy in today's nuclear society that the different generations have so little opportunity to mingle. There is such wisdom in every age and much is being lost.

Numerous parents were glad that their children had the opportunity to participate in the program. Several

reported that their children talked about the older adults at home. Four parents volunteered to accompany the staff on upcoming visits.

The writer surveyed fourteen directors of child-care centers and senior-care facilities in the community (Appendix O). Twelve out of fourteen directors want the program shared with their staff and/or an Intergenerational Handbook. This exceeded the projected figure.

An actual time for the writer to share the program with their staff members with the intention of adopting some or all of the activities was scheduled. All fourteen centers wanted the Intergenerational Handbook (Appendix P).

B. CONCLUSIONS

The purpose of this practicum was to provide a program for preschool children and elderly persons in the community and give them the opportunity to interact with each other to the mutual benefit of each group. A review of the results of the practicum indicated that all goals were successfully attained.

After ten months of experiencing participation it was hoped that all populations would benefit. The intergenerational programming satisfied the general goals of this practicum and involved the preschool children,

parents, teachers and the elderly in new ways. The solution surpassed other possible solutions because it addressed the known need of the center director and staff members' accessibility to an intergenerational program that fostered creativity and learning for pre-school children.

Children need other human beings as examples, as role models, to help them develop their own "humanity":

> It is primarily through exposure and interaction with adults and children of different ages that a child acquires new interests and skills and learns the meaning of tolerance, cooperation, and compassion. (Bronfenbrenner, 1980)

It is with confidence that the writer espouses the value that the Intergenerational Program held for its participants. In these times when budget cutbacks are a reality and the American family is weakened, the interactions between older persons and the school community serve as a powerful antidote to the negative consequences of this phenomena.

The program had a positive effect on everyone involved and the joys and experiences during the program were effective in the continuation of the program. Both young and old were enriched by the experience. The children brought a ray of sunshine, "vim," self-worth and continuity into the lives of the older people out of

the mainstream of society and the interaction with the older people provided a broader view of human life, social knowledge and intellectual development for the children.

An opportunity to instill the worth of old age and the concept of the life span was provided in the program. A young child's world is often limited to the child care center, his home, and perhaps the grocery store. If he has grandparents, they may be in their forties or fifties. Most young children do not have really "old" people in their lives. If a child learns a single concept, that old age has a value, the program has been of great worth. Erik Erickson has said, "that unless all ages of the life cycle have value, life itself has no value."

The staff members felt the contributions the older people brought to the program provided stability for the children and enhanced the learning process. The parents were pleased that the child-care center provided such a unique activity that will have long-term positive effects on their youngsters.

Intergenerational programs can provide people with the opportunity to develop new relationships that will promote interdependence and sharing. Such relationships can lead to a renewed sense of commitment and

involvement. Each new person or agency who makes the decision to become involved with intergenerational programming has the potential for fostering major change in society.

In conclusion, it was clearly demonstrated, by the responsiveness of the older persons and the children, that the approach undertaken in this practicum provided an effective intergenerational program that can be useful to many communities and states throughout the country.

D. RECOMMENDATIONS

Based on an analysis of this practicum's success, the following recommendations are offered to others considering replication of this program.

1. Cooperative planning and coordination of the staff at both sites is essential.

2. To best facilitate intergenerational interaction and ensure that the activity is adopted, try to maintain a one-to-one ratio of children and older adults.

3. Use name tags for the children to stimulate conversation and encourage communication between the young and old during the first visit.

EX: "I'm Jason." "I'm Fiona."

"I have two days." "My grandmother lives in Texas."

"I'm J.J."

"I went fishing on my vacation
and caught two fish."

4. Keep a photo display on the bulletin board. Each display gives the parents at the center a chance to see the young and old interacting.

5. Visit the Therapy Room in the senior facility. Let children sit in wheelchairs and use walkers and canes.

6. Borrow a scrapbook from the senior faculty with photographs of the residents. This will aid the children in identifying the residents.

7. Spend time at the senior facility. Get to know the participants. Form a foundation for respect, trust and cohesiveness.

8. Show personal appreciation. It is important that the staff plan some culminating activity to express their appreciation to the elderly participants involved.

9. Take every opportunity to continue ongoing research and exposure to intergenerational programs throughout the country to constantly enhance the program.

D. DISSEMINATION

The writer has applied to the Junior League for a grant to train twelve Junior League intergenerational facilitators during the coming year. These volunteers,

under the writer's guidance, will work at already-existing intergenerational sites and develop new program directions within the community framework. Topics, such as recruitment and integration of older adults into the public school system, use of the zoomobile for intergenerational programs, and holding a public meeting for community policy leaders regarding intergenerational interests, will be discussed and given top priority.

The results of the practicum were shared with the Institute on Aging, Center for Intergenerational Learning staff at Temple University. It is the staff's feeling that this project will provide assistance and promote the development of innovative intergenerational programs. The writer will be presenting the practicum results at their 8th Annual Intergenerational Retreat in the Spring. A copy of the practicum report will be available for use in their library.

The writer has shared the activities and outcomes of this practicum at the semi-annual meeting of the intergenerational child and aging network in her area. This open-forum conference was entitled "Laughter Across the Ages." The conference brought an onslaught of calls to the writer., from organizations serving youth and elders in the Delaware Valley, requesting detailed information on the program's workings.

A summary article about the program will be submitted by the writer to the Elder Press Digest. The Digest gives recognition to innovative intergenerational projects dedicated to improving the productivity and quality of life for the elderly and presents a comprehensive review of news about elders around the world.

Also, the writer is preparing to submit the practicum plan to Young Children magazine, a monthly publication containing information of interest to educators. Innovative programs are well received by the magazine and the writer hopes to disseminate her activities through this medium.

Due to the recent increase in local churches of both day-care facilities and senior-citizen activities, the writer will present her program to the churches with the hope that her Intergenerational Program can be used to enrich their existing program.

The writer has shared the program with organizations in the area and plans were made to submit the program proposal at local, regional and national conventions which are designed to share the program with other interested educators and public officials.

The program director from the residential center is presently in the process of submitting articles about the program to a variety of professional publications.

The writer will distribute a copy of the Abstract of this practicum to early childhood educators in her cluster. Hopefully, the people in this dynamic resource network will become enlightened and interest in Intergenerational Programming will be broadened geographically.

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APPENDIX A

CENTER SURVEY

Director _____

Date December 3, 1987

Center Activities

1. Educational - reading and math readiness
   language development
2. Physical - free play and structured activities
   gross and fine motor skills

Philosophy of Learning

That all children are intrinsically motivated to learn and should be provided with a sound nurturing and educational program geared to their physical, emotional, social and intellectual needs

Staff Training

No formal staff training for the past two years

Resources

Field Trips - 1. Two yearly museum visits
2. One picnic in the park
3. One visit to the zoo

Needs of Center

1. Staff Development
2. More opportunities to interact with untapped resources in the community.

APPENDIX B

CHILD CARE SURVEY

Name of Center	Location	Date of Visit	Intergenerational Program
1.		1/5/87	no
2.		1/5/87	no
3.		1/7/87	Christmas Visit to Senior Citizens Home for Group Sing
4.		1/13/87	no
5.		1/14/87	no
6.		2/4/87	no
7.		2/4/87	no

APPENDIX C

SENIOR CARE FACILITY SURVEY

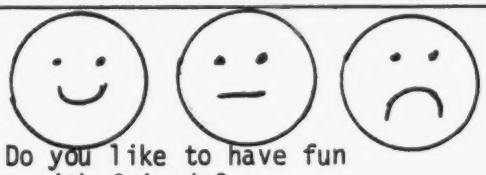
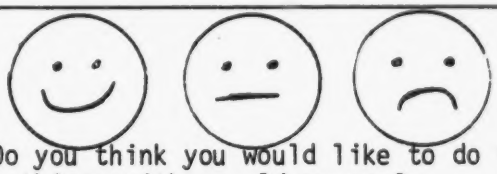
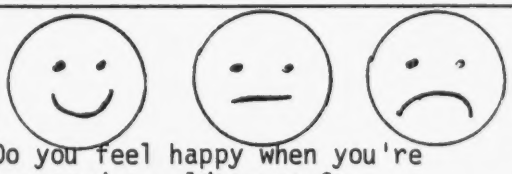
Name of Center	Location	Date of Visit	Intergenerational Program
1.		1/16/87	no
2.		1/16/87	High School Students Read to Seniors
3.		1/20/87	no
4.		1/21/87	no
5.		1/22/87	High School Students do Arts and Crafts with Senior Citizens
6.		2/3/87	no
7.		2/22/87	no

APPENDIX D

CHILDREN'S QUESTIONNAIRE - PRE + POST

Name_____

Circle the face that shows how you feel.

ITEM #1	 Do you like to have fun with friends?	Do you think old people look funny?	ITEM #6
ITEM #2	Do you like good tasting treats?	 Do you think you would like to do fun things with an old person?	ITEM #7
ITEM #3	Do you like fuzzy pets?	Do you have an old person for a friend?	ITEM #8
ITEM #4	Do you think old people are nice?	 Do you feel happy when you're around an old person?	ITEM #9
ITEM #5	Do you think old people are mean?	Would you like to spend the day with an old person?	ITEM #10

APPENDIX E

OLDER PERSONS INTERVIEW QUESTIONS

1. How do you feel as a participant in an Intergenerational Program?

2. What do you feel are the strengths of the program?

3. What do you feel are the weaknesses of the program?

4. How has the program helped your attitude towards children?

5. How would you describe today's children?

6. What are the benefits you received from this program?

7. How would you improve the program?

8. Describe your most memorable moment?

9. Would you recommend this Intergenerational Program to other older persons?

10. Would you participate in this program next year?

APPENDIX F-1

STAFF QUESTIONNAIRE - PRE

Results of Questionnaire

Please complete the following questions.
Check ( ) "YES" or "NO"
Feel free to express your true feelings.
Do not sign your name.

		Total Responses	
		YES	NO
1.	Do you feel that you could benefit from staff training?	7	0
2.	Do you feel that your job could be made easier by getting help from a facilitator to introduce new ideas and activities?	7	0
3.	Are you familiar with Intergenerational Programs?	0	7
4.	Have you ever worked with senior citizens outside of your family members?	0	7
5.	Do you feel that devoting one hour a month to staff training would be valuable to your job?	7	0

APPENDIX F-2

STAFF QUESTIONNAIRE - POST

Results of Questionnaire

Please complete the following questions.
Check ( ) "YES" or "NO"
Feel free to express your true feelings.
Do not sign your name.

		Total Responses	
		YES	NO
1.	Do you feel that you benefited from the staff training?	7	0
2.	Was your job made easier by getting help from a facilitator to introduce new ideas and activities?	7	0
3.	Do you know more about Intergenerational Programs as a result of the staff training?	7	0
4.	Did you enjoy working with the senior citizens?	7	0
5.	Was the monthly staff training valuable to you as a staff member of the center?	7	0

APPENDIX F-3

INTERGENERATIONAL ACTIVITY

Results of Staff Scoring

Each staff member was rated in the following categories using a rating system of (5) excellent, (4) good, (3) satisfactory, (2) needs improvement, and (1) unsatisfactory. A satisfactory rating was expected in all areas.

Staff Members	Activity	Appropriateness (age, needs, abilities)	Instructional Technique	Adaptability	Clarity	Rapport	Participation	Interaction	Materials/Resources	Total Score
1	Country/Western Sing-Along	5	5	5	3	5	5	3	5	36
2	Movement/Dance	5	5	5	5	5	5	5	5	40
3	Finger-Painting	5	4	5	5	5	5	5	4	38
4	Storytelling	4	4	4	4	4	5	5	5	35
5	Collage--Aging Can Be Fun	5	5	5	5	5	5	5	5	40
6	Grandparents' Day	5	5	5	5	5	4	4	4	37
7	Making Holiday Decorations	5	5	5	5	5	5	5	5	40

APPENDIX G-1

PRE-PARENT AWARENESS INSTRUMENT

Results

Number of Respondents - 20

		YES	NO
1.	I am aware of Intergenerational Programs.	4	16
2.	I am aware of the monthly activities between the children and the elderly in the health care center.	4	16

APPENDIX G-2

POST-PARENT AWARENESS INSTRUMENT

Results

Number of Respondents - 20

		YES	NO
1.	I am aware of Intergenerational Programs.	20	0
2.	I am aware of the monthly activities between the children and the elderly in the health care center.	20	0
3.	Did the monthly Newsletter help you to remain informed about the intergenerational activities?	20	0

APPENDIX H

CHILD-CARE CENTER and SENIOR-CARE FACILITY CHECKLIST

	Name of Center	Location	Date of Visit
1.			1/5/87
2.			1/5/87
3.			1/7/87
4.			1/13/87
5.			1/14/87
6.			2/4/87
7.			2/4/87
8.			1/16/87
9.			1/16/87
10.			1/20/87
11.			1/21/87
12.			1/22/87
13.			2/23/87
14.			2/22/87

APPENDIX I

VISIT AGENDA

10:15 - Children leave school

10:30 - Children arrive at residential community

10:30 - 10:40 - Name Tags - Greetings - Hand shakes

10:40 - 11:00 - Activity (see Monthly Activities Schedule)

11:00 - 11:15 - Good-byes, Walk through hallways, Visit rooms

11:15 - 11:30 - Return to school

MONTHLY ACTIVITIES SCHEDULE

April	Exercise/Movement	Popcorn Bunnies/ Easter Egg Hunt
May	Color Bingo	Flowers: Mother's Day
June	Ice-Cream Party	Sing-along
July	Fingerplays	Sharing Photographs
August	Show-N-Tell	Storytelling
September	Exercise/Movement	Sing-along
October	Magazine and Starch Collage	Halloween Party
November	Clay Animals	Storytelling
December	Make Holiday Decorations	Holiday Party
January	Cotton Ball Snowmen	Vegetable Printing
February	Fingerpainting	Valentine's Party
March	Sing-along	Number Bingo

Appendix J

CHILDREN'S LITERATURE

Anders, Rebecca. A Look at Aging. Minneapolis: Lerner Publications Co., 1976. This book of photographs is accompanied by a brief text.

Borack, B. Grandpa. New York: Harper and Row, Publishers, 1969. A little girl shares adventures with her grandfather.

Budkley, Helen. Grandfather and I. New York: Lothrop, Lee and Shepard Co., 1969. When the rest of the family is in a hurry, grandfather always has time to go walking with his grandson.

Donovan, John. Good Old James. New York: Harper and Row, Publishers, 1975. This story describes the life style of an older adult after retirement.

Farber, Norma. How Does it Feel to be Old? Berkeley, California: Creative Arts Book Co., 1981. Old age explained to children using some of the thoughts and feelings, advantages and disadvantages that accompanying being old.

Fern, E. Birthday Presents. New York: Farrar, Strauss and Girous, 1967. Joseph's grandfather gives him the special gift of a song for his birthday.

Flory, Jane. The Unexpected Grandchildren. Boston: Houghton Mifflin Company, 1977. Mr. & Mrs. Newton lived a precise and orderly life. Then twenty-three "unexpected grandchildren" come to visit.

Fox Nancy, Old is Beautiful, Too! Oregon: Geriatric Press, Inc., 1984. A child's eye view of later life. Beautiful illustrations about being young, growing older and getting old. Questions and Answers.

Gauch, Patricia. Grandpa and Me. New York: Coward, McCann & Geoghean, 1972. A small boy and his grandfather share warm affection and many activities.

Goffstein, M. B. Fish for Supper. New York: The Dial Press, 1976. This story is about a grandmother who loves to go fishing.

Goldman, Susan. Grandma is Somebody Special. Toronto: George J. McLeod, Limited, 1976. A young child enjoys visiting her grandmother in a tall apartment building in a big city.

Hein, Lucille. My Very Special Friend. Judson Press, 1974. A little girl visits her great-grandmother.

Langner, Nola. Freddy, My Grandfather. New York: Four Winds Press, 1983. A small girl describes her grandfather and the warmth and companionship they share.

Lasky, Kathryn. I Have Four Names for my Grandfather. Boston: Little, Brown and Company, 1976. Sensitive photographs illustrate this story of a young boy's relationship with his grandfather.

Lundgren, M. Matt's Grandfather. New York: G. P. Putnam's Sons, 1972. Matt goes to visit his senile grandfather in a nursing home on his 85th birthday.

Mack, Herb, et al. What Was it Like When Your Grandparents Were Your Age? New York, NY: Pantheon Press, 1976. There are old photos, some discussion and presentation of multi-racial city and rural life.

Mac Lachlan, Patricia. Through Grandpa's Eyes. New York, NY: Harper & Row, Publishers, Inc., 1980. A young boy learns a different way of seeing the world from his blind grandfather.

Miles, Miska. Annie and the Old One. Boston: Little, Brown and Company, 1971. The author tells a wise and poignant Navajo tale with simple realism and directness. Its strength is emphasized with beautiful, sensitive pictures.

Minarik, Else Holmelund. Little Bear's Visit. New York: Harper and Row, 1980. Little Bear visits his grandparents and hears a story about his grandmother when she was a little bear.

Paola, Connie de. Nana Upstairs and Nana Downstairs. Cedar Grove, New Jersey: Rae Publishing Co., Inc., 1983. A small boy enjoys his relationship with his grandmother and his great-grandmother, but he learns to face their inevitable death.

Polland, Barbara Kay. Grandma and Grandpa are Special People. Berkeley, California: Celestrial Arts, 1983. The book is about grandparents and family relationships. It provides a new look at the cross-generational interactions within families.

Schick, Eleanor. City in the Summer. New York: Collier Books, 1969. Young Jerry and his elderly friend take a day's trip out of the hot city to visit the seashore.

_____. City in the Winter. New York: Collier Books, 1970. Jimmy has a school holiday because of a blizzard. He helps his grandmother at home. This book offers a realistic report of a day's chores, a comfortable-looking grandmother and lovely soft-toned illustrations.

Skorpen, Liesel Moak. Mandy's Grandmother. New York: The Dial Press, 1975. Mandy's grandmother comes to visit. She and Mandy learn to accept and love each other as real people, rather than as stereotypes. (There now is a fine movie based upon this story.)

Weisman, Joan. How Old is Old? Detroit: Program Resources Incorporated, 1978. Photographs of old and young with relative comparisons of age. "Everyone who lives a long time will grow old."

Zolotow, Charlotte. The Sky was Blue. New York: Harper & Row, 1968. A little girl learns about life when her mother and grandmother were little girls.

Appendix K

INTERGENERATIONAL TEACHING RESOURCES

All films, videotapes and books are available for loan from Temple University Institute on Aging--Center for Intergenerational Learning, Philadelphia, PA 19122.

FILMS

Close Harmony - 30 minutes - 5th grade-adult

An extraordinary music teacher, working separately with an elementary school glee club and a senior citizens' chorus, decides to bring them together for a joint concert. This Academy Award winning film documents the development of both an intergenerational choir and cross-age friendships.

My Grandson Lew - 13 minutes - 3rd grade-adult

Young Lew awakens and thinks about his grandfather. Finding his mother, he tells her of his recollections. He and grandfather did things together, and he misses him. His mother listens and then tells him that Grandpa will not come to visit again, that he has died. Together they share their memories and loss. An award winning film about "life and death . . . and the joy of memories" from the book by Charlotte Zolotow.

Thank You M'am - 12 minutes - 3rd grade-adult

Based on a favorite short story by Langston Hughes, it chronicles an encounter between an older black woman and a black youth--a brief and transitory encounter, but, in the course of it, both people are touched and visably changed.

The Shopping Bag Lady - 21 minutes - 7th grade-adult

Starring actress Mildred Dunnock, this film examines the cruelty directed toward the elderly, specifically a "bag lady." Three teenage girls ridicule an older woman living in Central Park. When one of the girls discovers an

old family picture album of the woman's showing her as she once was--young and lovely--she realizes the "shopping bag lady" is a person and begins to examine her own relationship to her grandmother.

VIDEOTAPES

Across Ages: A New Approach to Intergenerational Learning - 30 minutes - ages 13-98 years

Documents the first annual intergenerational learning retreat sponsored by the Center for Intergenerational Learning at Temple University's Institute on Aging. These week-long residential retreats are designed to provide participants with an innovative educational and cultural experience, foster communication among persons at different life stages, breakdown age-related myths and stereotypes and serve as a model project for other intergenerational activities.

At Your Age - 3/4" and 1/2" (VHS) - 6th grade-adult

Designed for teachers, educators and group workers who are implementing across ages educational curricula or leading discussion groups, this series of 4-5 minute scenes (trigger films) focuses on the myths of aging, body changes, respect, home care and sexuality. Excellent vehicle for stimulating and facilitating discussions.

The Best of You . . . The Best of Me - 28 minutes - 3/4" Umatic; 1/2" VHS; 1/2" Beta - educators and human service practitioners

Demonstrates the importance of bring young and old together for their mutual benefit. It is a sampler of Intergenerational programs in Pennsylvania that portrays intergenerational exchange in a variety of situations: a teenager reaching out to benefit a homebound frail elder; a group of high school students and older persons joining together in a unique drama experience; and elders sharing their love and skills with children in three different settings.

The Full Circle - 3/4" and 1/2" (VHS) - 7th grade-adult - 22 minutes

Documents the development and growth of a troupe of older adults and teens (Intergenerational Theatre Troupe). This video provides educators, senior center directors,

social workers and community groups with an opportunity for stimulating discussion, technical information, observing the use of the creative arts as an education tool with older adults.

BOOKS

Boyd, R. Learning About Aging Through Intergenerational Experiences - 8 pages - 1982 - $1.00

This pamphlet presents three models of intergenerational learning: younger learners and older teachers, older learners and young adult instructors, and old and young learning together. The quantitative and qualitative benefits reported by representative participants are cited.

Grant, Ruth. Aging Awareness - 45 pages - 1982 - $4.25

This book will contribute to a reader's understanding and awareness of our country's senior citizens. It includes articles on aging, teaching the aging process and attitudes toward aging.

Hucklebridge, Mark. Young and Old Together: A Joyful Bond - 12 pages - 1981 - $6.96

This book provides information on programs of various types across the country.

Moran, Peg. Working with Older People: A Link Between Generations - 20 pages - 1981 - $1.50

A handy booklet for staff, volunteers and students designed to sensitize them to working more effectively with older persons.

Wilson, C. The Treasure Hunt - 50 pages - 1984 - $10.00

A guidebook for the public and private sector with new and positive images of older people.

APPENDIX L

STAFF DEVELOPMENT ACTIVITIES

LESSON PLAN I

Introduction of Lesson Objectives:

Activity:

Materials Needed:

Discussion--unique problems elderly may have

--resources that elderly can bring to the activity

Suggestions--change or improvement

APPENDIX M

BRIGHT START Child Care and Learning Center

INTERGENERATIONAL NEWSLETTER

TIPS FOR PARENTS

DATE OF VISIT

TIME

ACTIVITY

PREPARATION

APPENDIX N

INTERGENERATIONAL INFORMATION SHEET

We are happy to have your child participate in our intergenerational program. Youngsters involved in this program will visit a residential community to talk with and share activities with the residents. They will be given preparation and supervision.

Regular visitations will be held _____

at _____

We are excited about this program and delighted that your child wants to be included. Similar intergenerational programs are underway in many parts of the country. We are able to take advantage of this wealth of experience to plan a program that will enrich the lives of all who participate in it.

We appreciate your support of this fine program and especially want to invite you to join us in one of our regular visitations.

Please complete the permission slip below and return it as soon as possible.

Sincerely,

_____ has my permission
(name of child)
to participate in the intergenerational program and to visit the _____

_____residential community.

Signed _____
(parent or guardian)

Address _____

_____

Phone _____

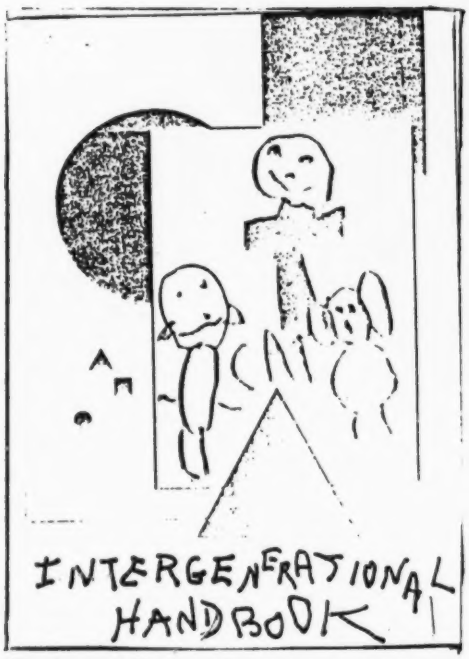
APPENDIX O

CHILD-CARE CENTER and SENIOR-CARE FACILITY CHECKLIST
(SUMMARY)

Name of Center	Location	Date of Visit	Would like an: Intergenerational Program Handbook		Workshop	
			YES	NO	YES	NO
1.		1/77/88	✓		✓	
2.		1/8/88	✓		✓	
3.		1/14/88	✓		✓	
4.		1/14/88	✓			✓
5.		1/4/88	✓		✓	
6.		1/5/88	✓		✓	
7.		1/13/88	✓		✓	
8.		1/12/88	✓			✓
9.		1/12/88	✓		✓	
10.		1/13/88	✓		✓	
11.		1/7/88	✓		✓	
12.		1/7/88	✓		✓	
13.		1/12/88	✓		✓	
14.		1/8/88	✓		✓	

APPENDIX P

INTERGENERATIONAL HANDBOOK



GOALS: To provide mutually beneficial experiences for the young and elderly, two segments of our society that are frequently isolated.

To provide accurate information about the elderly so that young children may form positive, realistic concepts and attitudes toward elderly.

To provide opportunities for other persons to contribute meaningfully to early childhood programs.

SUGGESTED MONTHLY ACTIVITIES

Jan - Winter Song Fest

Feb - Valentine Finger Painting

Mar - Planting Flower Seeds

Apr - Easter Egg Hunt

May - Adopt a Grand Parent Day

Jun - Make Homemade Ice Cream

Jul - Yankee Doodle Picnic

Aug - Storytelling

Sep - Leaf Gathering

Oct - Exercise/Movement

Nov - Show 'N Tell

Dec - Holiday Party

RESOURCES

Children

1. A Special Friend
   by Sally Wittman
2. Nana Upstairs and Nana Downstairs
   by Connie dePaola
3. Birthday Presents
   by Eleanor Fern

Adult

1. 101 Activities for Children - Trend, Inc., 1984
2. Physical Activities and the Young
   Kimbo, Inc., 1985
3. Pre-School Packrat - The Learning Works, Inc., 1982
4. Kids' Stuff by C. MacKenzie